Republic of Zambia
Ministry of General Education

FACILITATOR'S GUIDE IN GUIDANCE AND COUNSELLING

March, 2016

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RTS Learner Support & Services Series # 1

Contents

Acronyms and Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
CAMFED	Campaign for Female Education
CSO	Central Statistics Office
DEBS	District Education Board Secretary
DHS	Demographic Health Survey
G &C	Guidance and Counseling
HIV	Human Immune-deficiency Virus
MOGE	Ministry of General Education
MoHE	Ministry of Higher Education
NAC	National AIDS Council
NGO	Non-Governmental Organisation
PEO	Provincial Education Office
PSS	Psychosocial Support
REPSSI	Regional Psychosocial Support Initiative for Eastern and Southern Africa
RTS	Read To Succeed
SADC	Southern African Development Community
SEO	Senior Education Officer
STEP-UP-Zambia	Strengthening Educational Performance Up Zambia
STI	Sexually Transmitted Infections
SRH	Sexual Reproductive Health
TGM	Teacher Group Meeting
UNICEF	United Nations Children Fund
VCT	Voluntary Counseling and Testing

Foreword

The Ministry of General and Higher Education recognises the important role Guidance and Counselling plays in mitigating psychosocial problems such as HIV and AIDS, gender based violence, child abuse including other issues that affect the learners and youths today. Young people in all societies at all times experience emotional or psychological distress and behavioural problems. In each culture, there have been well established ways and methods of helping individuals with their problems.

Worldwide, students experience social, personal, academic and vocational problems at college and at home. If these issues are not addressed, they can negatively affect their future. Therefore, there is need to have Guidance and Counselling services in schools including colleges in order to help young people learn how to deal with the problems they encounter in their daily lives and equip them with knowledge and skills to deal with the challenges encountered.

Guidance and Counselling aims at giving learners/students an opportunity to explore, discover, and clarify ways of living that are more satisfying and resourceful. People's concerns or difficulties are mainly personal, social, educational, vocational and psychosocial. It is here that students require Guidance and Counselling.

Social factors that negatively affect students include social experimentation in substances, drugs and sexual relationships. As a result, a significant number of students indulge in prostitution, truancy, poor discipline and other vices. These have left some casualties among them. Personal problems include living in distressed families, where parents are divorced or separated, where family conflict occurs and where diseases such as HIV and AIDS are rampant.

Through Guidance and Counselling Services, MoGE seeks to address personal, social, and psychosocial concerns of learners such as HIV and AIDS, life skills and child sexual abuse. The learner is seen as developing, needing not only academic knowledge but also information about the psychosocial dynamics and challenges that are coupled with being a member of a family, society and nation. Knowledge about the self, the environment, and the effects thereof, need an established support system.

However, for many years, provision of guidance services in learning institutions has been left in the hands of educators who are already over-loaded and without appropriate materials in the area of Guidance. Consequently, the absence of appropriate guidance services and materials has adversely affected its service delivery. Therefore, the necessity of having this user-friendly document is to improve the implementation of Guidance and Counselling activities in schools.

Hon. Dr. John Phiri (MP)
Minister of General Education

Acknowledgments

Who is the Training Guide for?

This training manual has been developed for trainers of teachers, learners and community members in guidance and counselling. The guide has been written in a step-by-step approach which should facilitate easy use of the activities. It is recommended that the different activities in each unit be used in the given order. However, you will find that in some units, the facilitator is presented with a choice of activities. It is essential, therefore, for the facilitator to read carefully through the activities in each unit and select those which he/she decides are most suitable. In some instances, the facilitator might decide that it would be beneficial to use all activities. The learning outcomes for the overall unit are presented at the beginning of each unit. Each unit is described in the following format:

- ❑ **Unit Number** and **Title**
- ❑ **Duration**: given an estimation of how long the activity would take to carry out
- ❑ **Materials**: List of materials that are needed for the specific activity
- ❑ **Instructions**: provides step-by-step suggestions for how to conduct the activity
- ❑ **Facilitator's Tips**: supplies, where necessary, the tips that may be helpful for the facilitator to know or keep in mind. Tips provide the facilitator with useful information to share with the participants. The facilitator is also encouraged to provide other relevant information that he/she finds useful.

In order to achieve the full benefits of this guide, it is suggested that the facilitators prepare in advance by reading the whole unit. The facilitator should also access the appropriate resources to supplement the named resources in the manual.

Cultural Issues to Consider

Issues of cultural sensitivity have been considered as much as possible. Nevertheless, facilitators will still need to adapt activities to suit different cultural contexts.

Who is best placed to facilitate the Activities?

The teacher trainer, District Guidance and Counselling Coordinators, SIC and ZIC are best placed to facilitate the activities. G & C teachers can also use the manual to train Peer Educators among learners at school level.

What are the uses of the Training Guide?

The training guide provides the conceptual basis and offers practical hints to facilitate effective training of Guidance and Counselling teachers, head teachers, community members and learners in principles of guidance and counselling. It offers knowledge, information, tools and instruments that will be useful in the day-to-day work of the Guidance and Counselling teachers, head teachers and community members. It also discusses the relevance of providing guidance and counselling services to learners in order to improve their performance in school.

Cross Referencing

All the topics in this guide are interrelated; hence it is better to address them in a holistic manner.

Introductory Session

Key Outcomes

By the end of this session, the participants will:
- ❑ be familiar with each other's work context
- ❑ have identified the goals and methods of the manual
- ❑ have set some ground rules for the workshop

Activity 1: Introductions

Purpose:
- ❑ To allow participants to get to know one another
- ❑ To highlight the positive attributes that members can contribute
- ❑ To help the facilitator and participants learn more about each other's work situations

Duration: 20 minutes

Materials: Flip chart, Manila paper, markers and pens

Instructions:
- ❑ Introduce yourself to the group using a positive adjective which starts with the same letter as your name. For example, "Loveable Linda". Each participant has a turn to introduce himself/herself in the same way.
- ❑ In groups of 4, ask participants to introduce themselves by answering the following questions (they can be written up on flip chart paper)
- ❑ Where do you work and what is your role at work?
- ❑ What challenges do you face in your work?
- ❑ How did you come to this workshop?
- ❑ What do you hope to gain from this workshop?
- ❑ Plenary sharing: each group identifies the challenges and expectations of the group whilst the facilitator writes this information down on the flip chart

Activity 2: Overview of the Facilitator's Guide

Purpose:
To inform participants about the purpose and the methods used in the training guide.

Duration: 15 minutes

Materials: flip chart paper

Instructions:
- Facilitator shares the aims and objectives of the facilitator's guide process i.e. to create a vision of an ideal school/home/community environment and a plan of action based on roles and responsibilities that are identified by participants in order to realise the goals.
- Facilitator outlines an overview of the process, presenting the core content that will be covered in the two days training workshop.
- Facilitator explains the basic of concepts of guidance and counselling and how provision of guidance and counselling can enhance learner performance in class.
- Understanding of the principles of counselling and why basic counselling skills are necessary for teachers.
- Facilitator discusses the principles behind the methods used in the workshop, highlighting the importance of knowledge and experience of the participants and explaining that his/her role as facilitator is to help the group reach its goals

Activity 3: Negotiating the Contract

Purpose: To develop a contract between the participants and the facilitator in order to enable the workshop to proceed smoothly.

Duration: 20 minutes

Materials: flip chart paper and markers/pens

Instructions:
- Ask the group to think about the ground rules or agreements they think will make the workshop easier to run. Write these on a flip chart
- Make sure that the following are included if they are not mentioned by the participants, add them to the list:
  - Maintain confidentiality
  - Attend all the sessions of the course
  - Be punctual so that sessions start on time
  - Turn off cell-phones
  - Take responsibility – you are responsible for your own learning on this course
  - Give yourself permission to risk, to "not know"
- Tell the participants that there might be moments during the training when they might feel emotionally affected by the activities.
- Some of the activities concern personal memories and experiences.

- ❑ Ask the group how they think it would be best to respond to participants in the group who are feeling distressed.
- ❑ Ask them how to create an atmosphere that feels safe for the participants. Make the following points yourself if the group does not come up with them:

"It is perfectly natural and acceptable to have strong emotional responses,
A participant is always free to leave the room if she/he needs to,
A participant can choose to speak to a fellow participant if she/he needs to,
If the facilitator observes that anyone might be upset by an activity/discussion, he/she should talk privately to that person in the course of the day."

Remind participants that the contract can be referred to in order to address what happens in the group.

Principles of Participatory Approach

There are a lot of different ways of using participatory teaching methods. The exact selection and use of these methods is a matter of individual creativity. The principles, though, should always inform a facilitator's practice:

Learner Centred:

By focusing on the participants' experiences, the facilitator creates a space for them to participate in the process of knowledge construction. A learner centred approach usually increases the leaners' motivation since it lends legitimacy to their thoughts, ideas and values. The participants should talk more than the facilitator in the workshop setting. The participants should be included in all decision making. Without their commitment to the process, it will not be sustainable.

Problem Posing and Solution Focused Learning:
The content in the workshop is directly related to the participants' lives through the use of appropriate case studies.

Experiential Learning:

Learning occurs through the process of reflection on what is being done in the workshops. It can be seen as the opposite of rote learning which involves learning through using memory and repetition, often without an understanding of the reasoning/logic in the material presented. The participants are always actively engaged in the process of experiential learning. They determine the curriculum, methods and means of assessment. Experiential learning can be broken down into the following elements:

- ❑ The learners must be willing to be actively involved in the experience;
- ❑ The learners must be able to reflect on the experience
- ❑ The learners must possess and use analytical skills to conceptualise the experience
- ❑ The learners must possess decision making and problem solving skills in order to use the new ideas gained from experience.

Humanistic Values:

This takes into consideration the personal feelings of the learners and recognises each learner as a whole person. It facilitates confidence building and creates an anxiety free space for learning. It emphasises what learners already know rather than what they do not know.

PART 1:

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OVERVIEW OF GUIDANCE AND COUNSELLING

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Understanding Concepts of Guidance and Counselling

Introduction

Although the words 'guidance' and 'counselling' are literally used separately, the two can, however, be seen as two sides of the same coin. In both cases, the goal is to provide an individual with the opportunity to see and to choose from a variety of available options and thereafter, assist the person in making an informed choice.

Purpose

To introduce concepts of guidance and counselling and demonstrate the importance of guidance and counselling in enhancing learner performance.

Definition

Guidance is a process that is put in place at a time when an individual has a choice to make. Counselling is the process that helps an individual to consider all sides of a potential choice, even before the choice is made and takes place. Counselling also helps one's choice to be modified, reinforced or even abandoned, when consequences are undesirable or harmful. Counselling however, is far from just giving advice, since it requires among many other things, input from the counselee. One thing that must be noted is that offering information on how one should cope with emerging problems is also counselling.

Learning Outcomes

By the end of the session participants will be able to:

- ❑ Define the terms guidance and counselling.
- ❑ Explain the different types of guidance.
- ❑ State the importance of Guidance and Counselling and how it impacts on learner performance.
- ❑ Outline the role of the teacher and community members in providing guidance and counselling to learners.

Duration: 60 minutes

Materials: flip chart, paper, markers, pens and participants' hand-outs

Method: buzz/lecture and group discussions

☞ **Instructions**

- ❑ Ask participants to be in pairs
- ❑ Participants to refer to Handout 1 and Teacher's Guide as Reference Materials
- ❑ After 5 minutes ask participants to report back followed by discussion
- ❑ After discussion, explain the types of guidance and counseling, and refer participants to the hand-out 1 in the Participants' hand-out booklet and also the Teacher's Guide as reference materials.

Activity 1:
- ❑ Ask participants to talk to the person sitting next to them to state the types of guidance they know and how each is applied in the school situation
- ❑ Ask them to state the types of counselling they know and how each is used in the school/community setting

The Purpose of Guidance:

Learning Outcomes

- ❑ List and explain the school rules aimed at helping learners to meet the different types of guidance
- ❑ Identify the common rules that are most effective and those that are likely to lead to negative behaviour
- ❑ Discuss the steps that can be taken to improve guidance services in schools

Duration: 60 minutes

Materials: flip chart, paper, markers, pens and participants' hand-outs

Method: buzz/lecture and group discussions

☞ **Instructions:**
Ask Participants to list the purpose of Guidance. List the responses on the flip chart or board. Add more purposes from the list from Participants Hand-out 1.

> *One of the indicators of inefficiency and lack of proper guidance in a school is the high repetition and drop-out rates. Proper educational guidance helps to improve retention, performance and completion rates.*

Activity 2:
1. *List the school rules and regulations in your school that are aimed at addressing or helping the learners to meet the different types of guidance.*
2. *Identify the common rules that are most effective, and those that you think are likely to lead to negative behaviour. (List down the most important and the less important).*
3. *Give examples of the rules that are either good or bad, and their effects on the learners (real life experience)*

Factors Affecting Learner Achievement

Duration of the unit: **60** minutes

Method: Brainstorming and Group Discussion

Materials: Flip chart, markers, bolstick, chalk board, pencils and chalk

☞ **Instructions:**
Start the session by informing participants the following:

"Several factors contribute to learner performance; some are social and others are emotional. Some are as a result of home environment while others are individual wellbeing related. You will now learn about factors that affect learners' academic attainment and how this could be effectively addressed"

Learning Outcomes

- Defining learning as a bipolar process.
- Identifying the factors that affect learners' academic achievement.
- Stating the importance of the environment, parental support, good health and nutrition in enhancing effective learning.

☞ **Instructions:**
Ask participants to state how they think learners learn and what factors they think affect learners. Write responses on the board and discuss the responses.

The Bipolar Process of Learning

Learning is the process of acquiring knowledge, attitudes and skills through the interaction between the teacher and the learner. In order for the teachers to maximize the empowerment process of their pupils, there is need for teachers to allow the learners to learn through discovery methodologies.

Educational Guidance for Improved Performance

Duration: 🕰 **60** minutes

Method: - Brainstorming and Group Discussion

Materials: Flip charts, markers bolstick, chalk board, chalk

Learning Outcomes

- Outlining ways of overcoming difficult learning situations.
- Explaining how satisfactory progress and success in school life aspirations can be achieved.
- Stating how to control tensions and conflict during learning and examination times.
- Explaining the acquisition of knowledge, skills, improved work habits and strong character formation.

☞ **Instructions**

You will need to lead your learners through both curricular and non-curricular activities that will assist the learners to organise their academic work. Note that all activities conducted in the school are guidance in nature; therefore they should all help in systematic development of desirable personality traits, vocational motives, assist slow learners including those with behavioural problems.

It is important that from the first day of entry into schools, learners are guided on how to effectively participate in curricular and co-curricular activities of their choice, to live and share facilities with others and develop confidence to write tests and examinations. The role of the teacher counsellor is to assist the learner when difficult situations such as lack of concentration, poor grades, poverty, disadvantaged background or inability of parents to provide adequate support arises.

☞ **Instructions:**
Ask participants to get into groups and do the following activity. Report into plenary.

Activity 5:
1. *Develop a programme for educational guidance for grades 1-4 for the whole year.*
2. *Discuss the key elements of educational guidance.*
3. *How will the various components of the programme drawn assist learners to grow or develop their full potential in life?*

Activity 6:

In the following chart, indicate the skills required in Educational Guidance. Discuss how learners will achieve these skills.

Educational Guidance Skills	What are the key issues that are needed to be taken care of?	How can you help the learner to develop these skills?
Study Skills (skills that enable the learner to organize and maximize the learning process)		
Time tabling Skills (Enable the learners to utilize their times effectively)		
Time management skills (enable the learner to maximize their learning time as a resource)		
Socialising skills (Promote effective and positive human interaction in the learning process)		
Other skills (to be generated by the learner)		

☞ **Instructions:**

After filling in the responses in the table above, respond to the question posed below:

Activity 7:

What are some of the challenges that you may face in trying to develop the learning and socializing skills in the learners?

Developmental Techniques for Positive Adjustment to School Life

Duration: **60** minutes

Method: - Brainstorming & Group Discussion

Materials: Flip chart, markers, bolstick chalk board, chalk and participants' hand-outs

Learning Outcomes;

- Identifying and meeting variety of needs, including special needs for the learners.
- Outlining and explaining effective selection of choices at various stages of learners' educational careers.
- Discussing proper utilization of time spent in and out of the classroom.
- Identifying ways of bridging the gap between home and school life, including positive adjustment to school life.

☞ **Instructions**

In this section, you will learn about the developmental techniques that will help the learners to bridge the gap between home and school life for positive adjustment.
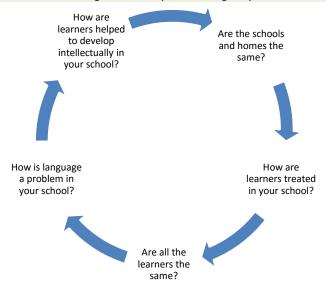
Question	Answer
1. How does life in the school differ from life at home?	
2. How do you as a teacher help learners to work hard in their academic work?	
3. List the challenges learners face in the school.	
4. How does language affect your learners?	
5. What steps are you going to take in order to address the challenges in no. 3?	
6. How does your school help the learners to develop physically and mentally?	

How are learners helped to develop intellectually in your school?

Are the schools and homes the same?

How are learners treated in your school?

Are all the learners the same?

How is language a problem in your school?

This is aimed at making the transition of the learner from home to school in order for them to grow academically as well as socially. When a learner joins a school for the first time, there are already a number of adjustments to be made. This is also because some norms at school are in conflict with those in the school environments. When not handled properly, this can be a source of frustrations and in turn it may affect the learner's academic work. The teacher counsellor, therefore, has the duty of guiding the learners to acquire the basic optimum achievement in order to effectively adjust to the school environment.

Personal Guidance

Definition of Personal Guidance

This may be defined as;

- A developmental process of providing assistance to learners in need of help to make sound and effective decisions for positive living and management of stressful situations in life.
- A facilitative way of providing assistance to learners in order to help improve their self-image, awareness and facilitate change to positive behaviour in relation to the other learners and authorities both in the school and community.

Importance of Personal Guidance

Duration: 60 minutes

Method: - Brainstorming

Materials: Flip chart, markers and bolstick

Learning Outcomes

- ❑ Identify challenges that learners face when they enter into school for the first time.
- ❑ Discuss the challenges identified.
- ❑ Explain how one would overcome such challenges.

Instructions

Learners who enter primary school for the first time find themselves in a very complex environment. Unless they are guided well to adapt to such environment, their personal growth and reaction may equally be negative. Some of the challenges faced by learners at this stage include anxiety, stress, sexuality problems, alcohol and substance abuse, juvenile delinquency, suicide tendencies, poor decision making, inability to set goals and lack of interpersonal skills. Provision of personal guidance therefore is not only important but also necessary at this stage.

Activity: 10
Ask learners to think of any time in their lives, when they experienced a problem and needed to be assisted. Let them answer the following questions:

- *What was the problem?*
- *For how long did you have the problem within yourself?*
- *Who did you tell about the problem?*
- *What made you tell your problem to that particular person and not any other?*
- *How did that person help you?*
- *How did you feel afterwards?*
- *What did you learn from this episode in life?*

Personal Guidance for Improved Performance

Duration: 60 minutes

Method: - Brainstorming & Group Discussion

Resource materials: Flip chart, markers and bolstick

Expected Outcomes

Learners should be able to:

- ❑ Define personal guidance
- ❑ Explain the aims and importance of personal guidance
- ❑ Discuss the common problems encountered by the learners
- ❑ Demonstrate the possible strategies of resolving problems

☞ **Instructions:**
Begin by giving the following explanation:

This unit discusses the importance of psychosocial challenges that affects the pupil's education. This section will discuss the common problems faced by learners and their consequences. Psychological problems affect the learner's personality to a large extent, and this may lead to poor performance because the pupil undergoes a lot of stress and anxiety. The provision of personal guidance will assist the learners to improve self-image, self-esteem, self-understanding and self-awareness.

Activity: 11
Ask participants to discuss the adolescent stage and its effect on learner performance.

Accessing Personal Guidance

☞ **Instructions**

This section will cover aspects of accessing personal guidance, effects of stress and anxiety, morals and values, loss and separation and self-identity and esteem.

Personal Guidance should not only be made available in the schools, but also accessible and child friendly to all so as to reduce and minimize tension, poor understanding of the self and self-image.

Duration: 60 minutes

Method: - Brainstorming & Group Discussion

Materials: Flip chart, markers and bolstick

Learning Outcomes

- Help participants to discuss ways of accessing personal guidance at school, at home and in their community.
- Explain the purpose and importance of personal guidance

Resources: participants' experience, folktales, charts and posters, newspapers and books on stress and anxiety

Activity: 12
Ask participants to find a partner (in twos) and ask them to discuss the importance of personal guidance. They should then bring their responses to plenary. Write down summaries of the discussed responses.

WHY GUIDANCE AND COUNSELLING

Duration of the unit: 60 minutes

Method: - Brainstorming, Lecturing and Group Work

Materials: Flip chart, markers, bolstick

Learning Outcomes:
- ❑ Discuss why guidance and counselling is important in school,
- ❑ Explain why guidance and counseling should be part of the school curriculum

☞ **Instructions**

As an introduction to the topic ask participants the following questions:
- i. Why is guidance and counselling important?
- ii. Why should it be part of the school curriculum?

Discuss the responses from participants and build the responses into a brief lecture on why guidance and counselling is important in school.

Prominent indicators of the internal efficiency of the primary education are the success rates in the transition of learners from one level of education to another, including the repetition rates, dropout rates and completion output. One of the most important factors that can positively influence internal efficiency is guidance and counselling. Learners who may otherwise have dropped out of school will potentially be retained, if there is effective guidance and counselling within the school. This is potentially one of the bases for success stories.

Guidance and Counselling are, therefore, important in assisting to eliminate anti-social activities in the school that may increase learner indiscipline. Where there is effective application of guidance and counselling in the school, there is no doubt that there will be a decrease in the incidences of indiscipline among the learners, while the learning outcomes will improve. The table below summarises some of the major reasons for application of guidance and counselling in schools:

Need	Guidance and Counselling Need
To improve the internal efficiency of the system	*Academic Guidance:* - *Less able learners to reduce repetition and drop-out rates* - *Sustain and improve average learner stability* - *Enhance ability of able learners in order to improve progress from one level to another*
To reduce anti-social activities in the school	- *To provide advice on various social and academic co-curricular activities* - *Engage in dialogue on matters that may generate friction and unrest among learners*
To enhance career and job awareness, aspirations of learners	- *Provide career awareness* - *Improve relationship between subjects and actual study and world of work*

☞ **Instructions**

Ask participants to break into groups and do the activity below:

> *Activity: 13*
>
> *What general circumstances are specific to your institution that demands the use of Guidance and Counselling? Prepare a table as above, and indicate the corresponding focus of the guidance and counselling services in your school.*

Report back in plenary and discuss the responses.

ETHICS OF GUIDANCE AND COUNSELLING

In providing Guidance and Counselling in your school, there **MUST** be serious consideration about codes of behaviour, that should guide the manner in which guidance and counselling services are provided. These ethical codes apply to both the counsellors and the counselees. Strong adherence to these will greatly enhance the professional approaches to the provision of counselling work in your school.

Duration 🕐 60 minutes

Method: - Group work and Role Play

Materials: Flip chart, markers and bolstick

Learning Outcomes:
- ❑ List the good qualities of a counsellor
- ❑ Demonstrate the dos and don'ts of both counsellors and counselees

 ☞ **Instructions**

Ask participants to role-play on the dos and don'ts of counsellors (e.g. a counsellor receiving a gift from a client during the counseling period, divulging of client information, etc)

Ask the participants to do the activities below in groups:

> **Activity: 14**
> 1. *List five ethical behaviours of a counsellor*
> 2. *Describe some unethical behaviours of a counsellor, giving practical examples from your own school*
> 3. *Do you think every teacher in your school can provide guidance and counselling services? Give reasons for your answer*
> 4. *What do you think, is the reason why some teachers do not keep confidential, issues discussed with learners during counselling?*

✍ **Instructions:**
Encourage participants to read hand-out 1-3

Ethical Issues and Human Rights

It is important that learners be viewed and treated with respect, while principles of human rights must be upheld at all times. Peer educators trained in the processes of guidance and counselling must be drilled well in and empowered on the need to respect fellow learners. Immediacy and confidentiality must be considered as being critical in the counselling process.

Duration: 60 minutes

Method: - Group work and Role Play

Materials: Flip chart, markers and bolstick

Learning Outcomes:
❑ Discuss ethical concerns in counseling
❑ Discuss the necessity of the Code of Ethics

Activity 15
❑ *Ask participants to discuss some ethical concerns in counseling*
❑ *List the responses on a flip chart*
❑ *Ask participants why they think the Code of Ethics is necessary*

Networking and Referral Systems

Duration of the unit: 60 minutes

Method: - Group work and Role Play

Materials: Flip chart, markers and bolstick

Learning Outcomes
❑ Identify organizations with intellectual expertise and support in the area of need
❑ Discuss the importance of networking and collaborating
❑ Explain the procedures involved in the referral system

Consultations and seeking for intellectual resources and support must be an integral part of the guidance and counselling process. This manual has been designed to allow teachers to seek and explore various external resources and options in the counselling process, and to seek for external assistance where need may arise. Teachers should seek or involve

professionals on issues of guidance and counselling in order to enhance the quality of professional delivery of guidance and counselling in the schools and knowledge. The strength of networking will also determine the strength of referrals, without which guidance and counselling will become meaningless.

The school guidance and counselling teacher may not be conversant with all areas that a learner may require support in. Learners can therefore be referred to the following places for specialised support by trained personnel in specific issues:

Issue	Health centre /Hospital	YWCA	Police VSU	MCDSSMCH (social welfare)	FAWEZACA MFED		
GBV	X	X	X				
Child neglect		X	X	X			
Other health related issues	X						

✍ *Activity: 16*
- *Make a list of possible referral systems near your sc*hool

PART 2

COUNSELLING

COUNSELLING

Counselling is a process in which the helper expresses care and concern towards the person with a problem so as to facilitate that person's personal growth and positive change through self-understanding. Therefore, the provision of counselling service is paramount in promoting the wellbeing of the learners in the schools and provides learners with an opportunity to work through a particular problem, without being judged by anyone. It is therefore, important that learners are provided with confidential environment where they can explore freely, issues concerning their lives. Counselling does not only help learners to deal with problems facing them at the moment, but also develop resources for dealing with problems in future. Counselling helps learners to talk about their frustrations and anger without losing control or harming others. Counselling also helps to build self-image and achievement of lifelong dreams.

Purpose of Counselling

The central purpose of counselling is therefore, to facilitate well informed choices in making critical decisions. Counselling is initiated in order to help and promote the well-being of learners, and also when an individual feels inadequate to deal with a problem.

The process of counselling is designed to help people to make their own decisions, solve their own problems, and take responsibility for their own actions, while they recognise that there is someone who cares, listens, and maintains confidentiality and unconditional acceptance. The counselling process therefore, encourages personal independence and empowerment. The overall task in counselling is for the counsellor to give the learner an opportunity to explore and discover ways of living a satisfactory and resourceful life. Counselling is therefore concerned with resolving specific problems, making decisions, coping with crisis, managing stress, working through feelings and inner conflicts and improving relationships with others

Resource Materials

Flipchart, Markers, Bolstick, Chalk Board

Learning Outcomes
1 Define the term Counselling
2 Explain the importance of Counselling

Duration: **30** minutes

Method: - Group work

Materials: Flip chart and markers, bolstick

☞ **Instructions**

Ask participants to the following probing questions

> ✍ **Activity: 17**
> 1. Why do learners need counselling?
> 2. Why should teachers learn about the basics of counselling?

Possible responses

Why do learners need counselling in general?
- Because learners with problems need to be comforted and be assisted to find solutions to their challenges
- Because counselling provides a forum for them to talk about their problem
- Because gives assurance to the learner that someone cares about her/his problem

Why should teachers learn about the basics of Counselling?
- Teachers need these skills so that they are empowered to handle cases in the School.

QUALITIES OF A GOOD COUNSELLOR

Duration: 🕐 **30** minutes

Method: - group work

Materials: Flip chart and markers, bolstick

Learning Outcomes
- List the qualities of a good Counsellor
- State what a Counsellor should not do?
- Explain the special Counselling Skills a Counsellor should have.

☞ **Instructions:**
Ask participants to work in groups of three and respond to the following questions:

> ✍ **Activity: 18**
> - *Make a list of what you think are the good qualities of a good counsellor*
> - *Make a list of what a counsellor must never do or be*
> - *What are the special skills that a counsellor should possess?*

Qualities of a Good Counsellor

A good counsellor should be:
- Knowledgeable   imaginative
- Resourceful   objective
- Self-controlled   cooperative
- Respectful of the individual   tolerant
- Relaxed and calm   humorous
- Trustworthy   sensitive to other people's views
- Attentive   tactful
- Appreciative   self-learner
- Courteous   responsible
- Honest   warm and accepting
- Sincere and frank   confident

Possible responses:
What a counsellor must never do or be
- Argue (makes client defensive)
- Dwell on own problems (makes client withdraw)
- Solve the problems of the client (dependant or hostile)
- Belittle the client's problem (withdraws or attacks)
- Avoid painful areas (be frustrated)

Special skills that a counsellor should possess
- Attentive
- Listening
- Empathy
- Unconditioned positive regard

DIFFERENCES BETWEEN COUNSELLING AND GIVING ADVICE

Explanation on what Counselling is and what Advice is

Activity:
- Difference between Counselling and giving advice.
- Discuss situations when advice can be given to learners.

Duration of the unit: 30 minutes

Method: Group work
Materials: participants, flip charts and bolstick

Learning outcomes
- Distinguish between Counselling and giving advice
- State situations when advice can be given to learners

☞ **Instructions**

Divide the participants into 3 groups and have them discuss:
1. What is the difference between counselling and giving advice?
   (Answer: when counselling, one helps the person to identify possible solutions to a problem. When giving advice, one tells the person what to do)
2. What does the learner need counselling?
3. What are the qualities of a good counsellor?

In plenary, ask participants to present the results of the discussions.

Basic Counselling Skills

Activity 1: Role Play

Duration: 🕐 **30** minutes

Method: - Role play

Resources: Participants and Flip Charts

Learning Outcomes
- Demonstrate the skills that are being display in the role play.
- Explain the skills which were not applied.

☞ **Instructions**

Ask volunteers to make up and perform a role plan in which a pregnant schoolgirl goes to see the Guidance and Counselling teacher about her pregnancy. The girl is afraid to tell her parents who impregnated her and she also fears that she may be HIV/positive. What should the G & C teacher do?

Discuss the role play using the following questions:
1. What did the G & C do well?
2. What did he/she not do well?
3. How can she improve in referring learners to the counselling centre?

Ask the same volunteers to do the play again using the feedback from the discussion to improve their skills.

Activity 2

This activity can be done immediately after the role play. Ask participants to work in groups and respond to the following questions. Present the responses from group discussions in plenary.

Remember one time when you had one of the most challenging problems in your life.
- Whom did you go to see?
- Why did you approach this particular person and not any other?
- Explain step by step what exactly happened when you went to see this person
- Did meeting this person make things better or worse? Explain your answer.
- What did you learn from this episode in your life?

TYPES OF COUNSELLING

There are basically two types of counselling;

- *Individual Counselling:* A one to one or face to face type of counselling, with one counselling and the other being counselled.
- *Group Counselling*: involves more than one person sharing common problems. A counsellor simply facilitates the process.

Duration of the unit: 30 minutes

Method: - Group Work

Resources: flip charts, markers, bolstick

Learning out comes:
- Mention and explain the two types of counselling.
- What are the advantages and disadvantages of each one of them
- Explain the various types of Counselling services in a School.

☞ **Instructions**

Ask volunteers to make up and perform a role plan in which a pregnant schoolgirl goes to see the Guidance and Counselling teacher about her pregnancy. The girl is afraid to tell her parents who impregnated her and she also fears that she may be HIV/positive. What should the G & C teacher do?

Divide participants into 3 groups and have them discuss:

✍ **Activity: 20**
- Counselling that has mainly been applied in their school.
- Which one of the two types of counselling they prefer? Ask them to give reasons for their answers.
- What are some of the challenges that affect this type of counselling?

The major counselling services in the school include:
- Personal counselling
- Social counselling
- Vocational counselling
- Educational Counselling

The Aim and Importance of Counselling

The aims of counselling in a school are:
- To help learners understand the self in terms of their rational control over their feelings and actions.
- To help learners gain insight into emotional difficulties, leading to increased capacity to take rational control over their feelings and actions.
- To assist learners in fulfilling their potential or overcoming conflicting parts of themselves.
- To provide learners with skills, awareness and knowledge which will help in confronting social inadequacies?
- To help learners begin to relate what they do at school with that of the world of work, in relationship to the education and subject choices.
- To help learners develop decision making skills.

PROVISION OF COUNSELLING IN SCHOOL

✍ **Activity: 21**
- What are the aims of counselling in schools?
- What are some of the challenges that your school faces in providing quality counselling to learners?
- What actions or steps are you going to take in order to address such challenges?
- What role will you as an individual play in ensuring that this is achieved?

The Counselling Process

Counselling is a process which may last for a period ranging from a session, 30 minutes, to several session over a number of days depending on the client's problem. It may be individual or group Counselling. Models of the Counselling process are many. But in this training manual will propose the three stages of the helping model.

Duration: 60 minutes

Method: Group work, Discussion

Materials: flip charts, Bolstick

Instructions: Ask volunteers to make up and perform a role plan in which a three stage model should be demonstrated

Learning Outcomes:
- List three stages of helping model
- Explain the importance of the helping model

The Three Stages of the Helping Model:

1. *The Present Scenario*

- Help clients to tell their stories
- Help clients become aware of and overcome their spots and develop new perspectives
- Help clients search for leverage (client is helped to identify and works on the problem)

2. *The Preferred Scenario*

- Help the client to develop a range of possibilities
- Help client to translate the preferred scenario possibilities into viable agenda
- Help the client identify incentives that will enable him commit himself to the desired outcome.

3. *Strategies (Getting There)*

- Help client to brainstorm a range of strategies for implementation on their preferred options.
- Help the client to choose a set of strategies that best fit their environments and available resources.
- Help the client to formulate own plan of action; work on a step-by-step procedure to achieve the desired goal.

Principles of Counselling

Issues for Counselling

1. *Personal/Psychosocial*

Lack of focus/meaning in life	Low esteem
Decision making	Traumatic experience
Death/loss/grief/bereavement	Suicide
Stress and anxiety	Assertiveness
Self-awareness/understanding	Identity
Early gratification/desire for unnecessary things	Disruptive behaviour
Self-harming behaviour	Leadership

2. Social

Teasing and bullying	Teenage pregnancies
Peer pressure	Child abuse
Poverty	Child abuse
Sexual and reproductive health	Child headed homes
Child labour	Freedom
Rape	Gender issues
Early gratification	Absenteeism
Collapse of social strictures	Suicide
Overload of social responsibilities	Divorce
Traditions	Sexual harassment
Teen mothers	Indiscipline
STIs/HIV and AIDS	Relationships

3. Educational

School drop-out	Study skills
Subject choice	Value of education
High teacher-learner ratio	Examinations oriented curriculum
Re-entry (stigma)	Poor performance

4. Vocational/Career

Lack of career information	Value of self-employment
Planning and goal setting	Vocational/enterprising education
Exploring talents	

Decision Making and Problem Solving

Decision making and problem solving can be summarised as follows;

- Identification of the problem
- Exploration of possible solutions
- Exploration of possible outcomes of each solution
- Choice of the best solution
- Implementation of the decision made
- Evaluation of the process

COUNSELLING CHILDREN

Duration: **30** minutes

Method: Group work and discussion

Materials: Flip chart and markers, bolstick

Learning Outcomes:
- State the skills required in child counselling

Child counselling is a process through which a counsellor takes a child through care and support on a given problem affecting a particular individual child. This is a helping relationship between a counsellor and a child meant to create an enabling environment for trust in which a child learns more about his or her thoughts, feelings and personal life. This process enables a child to take action in order to achieve his or her goals and help solve the child's problem in turn.

Instructions Ask participants to state the skills they know which are needed to counsel children.

Activity: 22: Discuss the skills needed in dealing with child counselling.

> ☞ *Activity: 22 Ask participants their understanding of the following:*
> i. *What are the skills required in child counselling?*
> ii. *What are the effects of parental loss on the learner*
> iii. *Why do you think it is important to understand the effects of parental loss on the learner?*
> iv. *What coping strategies do you think learners have to cope with loss, grief and mourning?*
> v. *Write down the responses on the flip charts and discuss*

Discuss the skills needed in dealing with child counselling. Ask participants to state the skills they know which are needed to counsel children. Refer to the hand-out on skills needed in counselling page: 6

Effects of Parental Loss
- Lack of parental care
- Environmental changes
- Lack of choices
- Difficult behaviours
- More school drop outs
- Loss of hope for better future
- Lack of trust
- Increased discrimination against the child

- Increased feeling of inferiority.
- Decline hygiene
- Increased illnesses

Coping strategies for helping children during loss

☞ **Facilitator's Instructions**

Ask Participants to state the coping strategies for helping children during loss. Write the responses on the flip chart or the board. Add some from the list below.

- Use of simple and honest answers
- Explanation of what it means exactly when one dies (do not tell the child that the dead person is just sleeping and will wake up after one week, as this will give false hope to the child)
- The child must give consent as to whether or not he/she wants to get involved in the funeral rites.
- Allow children to go through a model of how they would like to grieve and express their feelings.
- Allow the child to have fun and play when they want or need to.
- Listen carefully and respond objectively and clearly with statements at their level of understanding.
- Allow the child to express grief. Drawing may help to express grief.
- When the child asks questions about difficult concepts such as death, heaven, Satan, God etc. listen carefully and talk with the child, addressing the exact needs and anxiety for the questions.

📖 **Points to remember when dealing with the child's grief**

- After the death of a beloved one or guardian, one of the child's anxious questions might be 'who will take care of me now?' *You need to ask the child's opinion as to who he or she prefers to stay within the first place without imposing.*
- Maintain usual routines as much as possible both at home and at school. *Sometimes, the new guardians may want to keep away the child from school saying that the child is still grieving and should stay at home. Others would rather keep the child from playing any games with friends.*
- There should be at least one key person close by with whom the child is comfortable with and is available to respond to the child's psychosocial issues. *Some persons entrusted with a grieving child, become more harmful to their well – being. The child should be allowed to choose who they are more comfortable with.*
- The child should be given an opportunity to ask questions. *No questions from a child should be considered to be stupid or useless.*
- Be honest with the child; *Avoid saying anything that may turn out to be untrue (Your father has not died; he will wake up after two weeks and speak to you in your bedroom…..)*

- Use the language and expressions that the child will find easy to understand (avoid big words or idiomatic phrases that the child may not understand or interpret)
- Become the role model of the child (the child is likely to follow or adapt the lifestyle of the counsellor).
- Acknowledge the child's feelings and be respectful at all times. *(Never think that the child is too young and therefore childish and foolish. Treat the child as an equal)*

📖 **Some useful skills in communicating with and counselling children**

☞ **Facilitator's Instructions**

Ask participants to work in threes. Ask them to creatively show some of the useful skills in communicating with children. Participants can either act the skills, draw using symbols, etc. Refer to hand-out on page 8 for skills in communicating with and counselling children.

Establishing a common understanding of psychosocial support for learners in the school

☞ **Facilitator's instructions**

Begin the session by stating that, learners need special care and support to make them learn. It is the role of the teacher to ensure that the school is made into a caring environment where all learners can actualise their dreams.

- Develop a shared understanding of the following psychosocial concepts; vulnerability, holistic development, circles of support and resilience.
- Deepen empathy for learners
- Identify and appreciate the impact of psychosocial issues affecting school community.
- Collectively identify ways in which children can respond to the barriers and problems they experience.
- Create a practical set of PSS principles which can guide children's responses to vulnerability.
- Explore the definitions of community and households roles that would effectively support learning and creation of schools as centres of care and support.
- Identify sources of resilience

Managing Learner's Behavioural and Emotional Problems

PART 3

Duration of the unit: 🕐 **20** minutes

Method: - Buzz session

Facilitator materials: Flip chart and markers, bolstick

☞ **Facilitator's instructions**

Ask participants to at least 10 problems learners face at home and in school which are psychosocial in nature. List all the responses on the board or flip chart
The following are some of the examples:

- Bullying
- Child abuse and neglect
- Child headed household
- Conflict in home
- Domestic violence
- Discrimination and stigma
- Divorce or separation of parents
- Experience of loss
- Exposure to frightening experience
- Gang related violence
- HIV and AIDS/ Sexually transmitted infections including other chronic illnesses
- Issues facing out of school youths
- Sexual harassment and rape
- Poverty
- Relationships between male teachers and female learners (and vice-versa)
- Substance abuse
- Sexuality
- Sugar daddies/mummies
- Teenage pregnancies
- Xenophobia

Discuss how each of them affects learner performance. Ask participants to work in groups and ask them to state how the challenges stated above can be managed by the guidance and counselling teacher. Assign each group at least with four challenges. Refer to page of the hand-out.

Addressing Stress and Anxiety

Duration of the unit: **10** minutes

Method: - Brainstorming

Facilitator materials: Flip chart and markers, bolstick

In life, all of us are bound to face various problems, crises or loss. This may cause stress, which may in turn cause anxiety on an individual. Stress can be both predictable and unpredictable. In most cases, people fail to cope with stress when they do not have the skill to do so. In this section, you will learn about stress and anxiety, and it can be managed.

Learning Outcomes

Learners should be able to;
- Explain the meaning of stress and anxiety
- Identify situations that may lead to stress and anxiety
- Examine ways of coping with stress and anxiety
- Identify skills needed for coping with stress and anxiety
- Appreciate the importance of coping with stress and anxiety

Resources; learners' experiences, charts and markers, newspaper articles and book stories on stress and anxiety, text books on life skills, resource persons, video or film on stress and anxiety.

Meaning of Stress and Anxiety

Duration of the unit: **10** minutes

Method: - Brainstorming

Facilitator materials: Flip chart and markers, bolstick

> ✍ *Activity: 23*
> - *In groups, ask the learners to discuss the meaning of stress and anxiety*
> - *Each group to list down their points and report to plenary.*
> - *Summarise the findings*

What is Stress?

Stress is change that puts pressure on physical or mental energies and it leads to anxiety or tension on an individual. One can be stressed at school, home or even at work. People are under stress even when they are sleep.

Situations that May Lead to Stress and Anxiety

> ✎ *Activity: 24*
> - *In groups, ask learners to discuss any situations that may lead to stress and anxiety.*
> - *Groups should then discuss situations that lead to individuals going through stress and anxiety. What exactly caused the stress?*
> - *How could you have avoided this stress?*
> - *What measures have you taken to avoid going through stress and anxiety caused by the same?*

Some of the problems that cause stress and anxiety may include problems such as divorce or separation on the part of the individual's parents. Quarrel between parents, relatives or friends, death or illness in the family, including broken relationships. Other causes include pressure of work, examinations, teenage pregnancy, adolescence, insecurity, jealousy, and chronic illness such as HIV and AIDS.

Effects of Stress and Anxiety

All human beings go through stress at all times, but respond differently to stress. Some people respond more positively than others and are able to cope with stress in more effectively than others. Others respond negatively and are often greatly affected by the consequences.

> ✎ *Activity: 25*
> *Tell the following story to the learners;*
>
> *Peter and Jane were both in grade seven when they decided that they should have sex. Peter told Jane that he loved her more than he loved his own parents, and Jane believed him. They were both fifteen years old, so they believed that there was nothing wrong with having sex. After all, they had seen people kissing and having sex on television. After three months, Jane discovered that she was pregnant.*
>
> - *What do you think was going through Peter and Jane's minds when they both discovered this problem?*
> - *Who do you think was the more affected of the two? Give the reason for your answer.*
> - *What do you think led to this situation?*
> - *How could they have avoided this from occurring in the first place?*
> - *What exactly do think will cause stress and anxiety among the two young people? List down your options.*
> - *Who should Jane have consulted first; in the school or in the community?*

Positive Effects of Stress and Anxiety
- When handled well, stress and anxiety can increase life satisfaction.
- Stress and anxiety can improve your overall mental health
- It motivates people to take positive action

Negative effects of Stress and Anxiety

- When an individual is physically ill, he/she experiences stress or life prolonged condition, whereby there may be a likelihood of developing further health complications, or even cause death. Stress may be the cause of such complications.
- Stress causes emotional disturbances and can increase the likelihood of depression, confusion, mental breakdown and even school drop-out.
- Stressed people are quite often more likely to commit criminal acts such as child abuse, suicide, juvenile delinquency and violence.

Coping with Stress

Duration of the unit: **10** minutes

Method: - Brainstorming

Facilitator materials: Flip chart and markers, bolstick

For one to cope or manage stress, one needs to recognise and identify the source of stress, its effects and ways of controlling it. Some of the ways to cope with stress include:

- Developing a positive mental attitude towards a given problem
- Engaging in regular physical exercises
- Taking a health life and avoiding diseases and infections
- Sharing stressful matters with trusted friends or mentors
- Controlling alcohol and drug intake
- Taking on realistic expectations.
- Taking enough rest
- Seeking guidance and counselling services whenever necessary
- Engaging in regular meditative prayer
- Dancing to good music
- Playing games
- Having adequate sleep
- Having good nutritious food

Morals and Values

Duration of the unit: **10** minutes

Method: - Brainstorming

Facilitator materials: Flip chart and markers, bolstick

These are standards for determining whether one's actions are good or bad, and are used to judge one's behaviour and the behaviour of other people living together. Morals are codes of conduct acceptable to a given society, and are a reflection of the given society's beliefs. Values help one to think critically, helping an individual to assess his/her values in making rational decisions. Morality is determined by making judgement in terms of moral values such as

judgement, equality, and respect for other people. Morals help individuals and society in general to achieve their goals and in the development of individual self-esteem, assertiveness and self-respect. Morals are basic to human existence.

Morals are commitments that influence and determine human behaviour.

Learning Outcomes
- Defining morals and values
- Identifying sources of morals and values
- Describing how important morals and values are
- Describing social cultural values can result in the spread of HIV and AIDS

Resources; learners' experiences, folktales, chalk board and chalk, newspaper articles, text books with stories on morals and values

> ✎ **Activity: 26**
> - Put participants in groups and let each group discuss the difference between morals and values.
> - Ask groups to identify the morals and values in the following; justice, equality and respect for human dignity, obedience, orderliness, trust, unity, and freedom.
> - Let learners role-play a situation where a girl is explaining to her boyfriend why she feels it is right to delay sexual intercourse until they are both old enough and ready.

Sources of Morals and Values

Duration of the unit: **10** minutes

Method: - Brainstorming

Facilitator materials: Flip chart and markers, bolstick

The source of morals and values relates to people living within similar culture, social systems or engaged in similar occupations. The main source of morals and values are the family, school and community. You need to know that certain values are instrumental only if they help in the attainment of root values. Root values are offer the highest status an individual can achieve and may include the following; prudence, honesty, and integrity.

Activity: 27
- In groups, explain how the family, school or community can be a source of morals and values.
- Explain which morals a family can transmit to an individual
- What is the role of the family, school and community in the development of acceptable standards of individual behaviour?
- Why do you think that prudence and fortitude are important in the fight against HIV and AIDS?

Loss and Separation

Duration of the unit: **10** minutes

Method: - Brainstorming

Facilitator materials: Flip chart and markers, bolstick

Whenever one loses someone or something very dear to their heart, they go through a grieving process. Grief is in most cases, an intense response to loss, and mourning is but one stage of this process. Grief affects anyone, young or old in similar ways, but may vary in the way it is expressed.

The length and depth of grieving depends largely on the nature and significance of the loss; the loss of a parent will be more intense than the loss of a friend or a pet. Recognising the individual's stage of grief is extremely important.

Learning Outcomes
- State what loss, separation, grief and bereavement are
- Identify causes of grief and bereavement
- Explain the effects of grief and bereavement
- Discuss stages of loss and separation
- Role-play a counsellor providing counselling services to a learner affected by grief and bereavement.

Resources; Learners' experiences, folktales, teaching board, newspaper articles, text books and story books,

✍ **Activity: 28**
Try to remember when your close family relative died;
- How did you feel?
- How did your family respond to the loss?
- What impact does this death of a relative still have in your life?
- *What are the effects of parental loss on the learner*
- *Why do you think it is important to understand the effects of parental loss on the learner?*
- *What coping strategies do you think learners have to cope with loss, grief and mourning?*

Write down the responses on the flip charts and discuss

Managing Learner's Behavioural and Emotional Problems

Grief and bereavement has no specific or set time table. Some causes of grief include;
- Death in a family
- Illness, especially chronic illness such as HIV and AIDS
- Separation of parents through divorce
- Change of environments
- Loss of property through theft.

Effects of Parental Loss
- Lack of parental care
- Environmental changes
- Lack of choices
- Difficult behaviours
- More school drop outs
- Loss of hope for better future
- Lack of trust
- Increased discrimination against the child
- Increased feeling of inferiority.
- Decline hygiene
- Increased illnesses

Coping Strategies for Helping Children During Loss

☞ **Facilitator's Instructions**

Ask Participants to state the coping strategies for helping children during loss. Write the responses on the flip chart or the board. Add some from the list below.

- Use of simple and honest answers
- Explanation of what it means exactly when one dies (do not tell the child that the dead person is just sleeping and will wake up after one week, as this will give false hope to the child)
- The child must give consent as to whether or not he/she wants to get involved in the funeral rites.
- Allow children to go through a model of how they would like to grieve and express their feelings.
- Allow the child to have fun and play when they want or need to.
- Listen carefully and respond objectively and clearly with statements at their level of understanding.
- Allow the child to express grief. Drawing may help to express grief.
- When the child asks questions about difficult concepts such as death, heaven, Satan, God etc. listen carefully and talk with the child, addressing the exact needs and anxiety for the questions.

📖 **Points to remember when dealing with the child's grief**

- After the death of a beloved one or guardian, one of the child's anxious questions might be 'who will take care of me now?' *You need to ask the child's opinion as to who he or she prefers to stay within the first place without imposing.*
- Maintain usual routines as much as possible both at home and at school. *Sometimes, the new guardians may want to keep away the child from school saying that the child is still grieving and should stay at home. Others would rather keep the child from playing any games with friends.*
- There should be at least one key person close by with whom the child is comfortable with and is available to respond to the child's psychosocial issues. *Some persons entrusted with a grieving child, become more harmful to their well – being. The child should be allowed to choose who they are more comfortable with.*
- The child should be given an opportunity to ask questions. *No questions from a child should be considered to be stupid or useless.*
- Be honest with the child; *Avoid saying anything that may turn out to be untrue (Your father has not died; he will wake up after two weeks and speak to you in your bedroom…..)*
- Use the language and expressions that the child will find easy to understand (avoid big words or idiomatic phrases that the child may not understand or interpret)
- Become the role model of the child (the child is likely to follow or adapt the lifestyle of the counsellor).
- Acknowledge the child's feelings and be respectful at all times. *(Never think that the child is too young and therefore childish and foolish. Treat the child as an equal)*

📖 **Some useful skills in communicating with and counselling children**
☞ **Facilitator's Instructions**

Ask participants to work in threes. Ask them to creatively show some of the useful skills in communicating with children. Participants can either act the skills, draw using symbols, etc. Refer to hand-out on page 8 for skills in communicating with and counselling children.

Establishing a common understanding of psychosocial support for learners in the school

Begin the session by stating that, learners need special care and support to make them learn. It is the role of the teacher to ensure that the school is made into a caring environment where all learners can actualise their dreams.

- Develop a shared understanding of the following psychosocial concepts; vulnerability, holistic development, circles of support and resilience.
- Deepen empathy for learners
- Identify and appreciate the impact of psychosocial issues affecting school community.
- Collectively identify ways in which children can respond to the barriers and problems they experience.
- Create a practical set of PSS principles which can guide children's responses to vulnerability.
- Explore the definitions of community and households roles that would effectively support learning and creation of schools as centres of care and support.
- Identify sources of resilience

Decision Making and Problem Solving

Decision making and problem solving can be summarised as follows;

- Identification of the problem
- Exploration of possible solutions
- Exploration of possible outcomes of each solution
- Choice of the best solution
- Implementation of the decision made
- Evaluation of the process

Activity: 29
- Let participants discuss what happens in their village when the head of the family dies, or when a young person dies – what are some of the cultural practices they know about?

Meeting the Children's Dreams

Duration of the unit: **10** minutes

Method: - Brainstorming

Facilitator materials: Flip chart and markers, bolstick

Learners have dreams and always aspire for higher things. However, some of the dreams and aspirations are shattered due to difficulties they face in their lives. It is the responsibility of every guidance and counselling teacher, head teacher and parent to ensure that learners actualise their dreams. The following are some of the dreams learners have.

- To keep going even during the most difficult times in life.
- Wake up each day and work towards something that they wish for
- Develop creativity as they have to work out how they can achieve their wishes/goals/dreams.
- Cope with current difficulties and challenges in their lives
- Work hard for a better life
- Find a sense of direction
- Develop strong relationships with other people who share similar hopes and dreams with them.

✎ *Activity: 30*
1. *Give five typical examples of needs for child counselling in your school*
2. *Give an account of one particular difficult counselling session, stating the process and how it all ended.*
3. *What strong counselling skills did you apply?*
4. *What weaknesses or challenges did you encounter?*

PART 4

CROSS-CUTTING ISSUES OF GUIDANCE AND COUNSELLING

Introduce the session by stating the following:

In order for you to effectively use this manual, you will need to understand the cross-cutting issues around guidance and counselling services, which include; gender sensitivity, networking strategies, human rights and ethical issues and cross referencing. It must be noted that quality education cannot be achieved without addressing the cross cutting issues that involve guidance and counselling.

Duration of the unit: **5** minutes

Method: - Brainstorming

Facilitator materials: Flip chart and markers, bolstick
- ☞ **Facilitator's Instructions:** Ask participants to state at least five of the cross-cutting issues in G & C. Assist them with an example if they are not familiar.

Gender Responsive Environment

Specific learning needs pertaining to boys and girls should be considered in the learning process. You will need to encompass all the gender approaches in the processes of gender and counselling planning, teaching, classroom management and performance and evaluation.

A gender responsive environment requires a comprehensive understanding of the academic, social and physical environment including the surrounding community, taking into consideration, specific needs of both girls and boys. This will also include the teaching methodologies being applied, teaching and learning materials, classroom interaction and management of academic processes. The physical environments in the school includes buildings, furniture and equipment, which should all be gender friendly.

Specific Areas of Attention (Gender) are;

- *Gender Responsive Lesson Planning*: specific consideration should be taken in preparing guidance and counselling lesson plans, making sure that girls and boys are particularly addressed in the teaching and learning process.

- *Teaching and Learning Materials*: make sure that any materials to be used in teaching are reviewed in order to ensure that gender responsiveness is taken into account. This should include the kind of language used in the materials.

- *Language*: you should avoid gender biases regarding boys and girls, such as suggestions that boys are more intelligent than girls, or that generally girls

'performance is generally poor as compared to boys. You must be aware of such gender biases and avoid them in the use of language.

- *Classroom Set-Up*: You should set your classroom, with special consideration to specific gender needs of both girls and boys. Sitting arrangement which puts girls at the back of the classroom for example will make girls participate less in any discussions, since girls are traditionally shy, and may generally lead to poor performance in class.

- *Classroom Interaction*: Gender relations have greater impact in the teaching and learning of guidance and counselling. Boys and girls have specific gender needs; therefore gender roles will inevitably have an effect in the teaching and learning process. Teacher-learner interaction, learner-learner interaction, teacher presentation (dress, physical appearance etc), the behaviour of the teacher (arrogance, harshness etc.) teacher morale and commitment all have an impact on the classroom interaction and teaching-learning process.

Why do Learners, like adults, Need Counselling in HIV/AIDS?

Why HIV/AIDS in particular?
- Because AIDS has no cure and it is terminal
- Because the modes of HIV transmissions call for behaviour change
- Because the affected and infected need to be comforted, given warmth and encouragement
- So that individuals can effectively understand and accept their situations
- So that individuals can live positively with HIV

In the absence of a cure or a vaccine, behaviour change is critical in preventing HIV; those that are positive can be counselled on how to protect their partners. At the same time, the terminal nature of AIDS results in significant trauma for individuals learning their HIV status, as well as those living with HIV infection or AIDS. Counselling forms a critical component of Voluntary Counselling and Testing (VCT) procedures.

For these reasons, basic counselling represents an important strategy for preventing HIV infection in school and in the communities and in providing psychosocial support to those already infected and affected. Basic counselling provides the caring, understanding and warmth and reduces the trauma and rejection of family or society. It also helps clients better understand themselves and the nature of the many problems they face.

Personal Connection to Counselling

Counselling is not entirely new to Africa or Zambia. Counselling has always been conducted in the traditional Zambian life, but more of provision of advice rather than the systematic counselling has been mainly the process that has been applied. In any case the application of traditional counselling has also been known to help people with problems to find solutions. Guidance and Counselling teachers are expected to have information and knowledge about the potential sources of help the learners who are confronted with various problems can be

assisted. Although Guidance and Counselling are going to be trained in basic counselling skills, they are by no means counsellors. Trained counsellors are found at many clinics and health centres. Some are trained to provide counselling before and after an individual is tested for HIV (known as pre and post-test counselling). Some hospitals, clinics NGOs and faith-based organisations may have individual s who are trained in providing psychosocial support to those infected or affected by HIV/AIDS or those with emotional and other psychosocial problems such as being orphaned. It is important to note that G & C teachers will not be trained as counsellors after this training. However, they will:

- Gain a better understanding of what counselling is and what makes a person a good counsellor
- Learn how to use some counselling skills to mobilise others to go for VCT or ART for male circumcision in case of the boy child;
- Learn how to use these skills when discussing sensitive issues with colleagues and learners; and
- Learn how to make referrals to trained counsellors

Time Management

Duration of the unit: **10** minutes

Method: - Brainstorming

Facilitator materials: Flip chart and markers, bolstick

Given the general outlook of the Zambian curriculum and the allocation of time for learning and teaching of the mainstream subjects, teachers involved in guidance and counselling must work hard towards presenting their plans for this process to the school management in order to secure adequate time for the provision of guidance and counselling services to the learners. Other factors that may influence the timing of the guidance and counselling include the learners' ability to learn, and perform, level of class and the nature of the materials to be used.

> ✎ **ACTIVITY: 31**
> 1. *List down the rules and regulations that your school has put in place, that will assist your learners to fulfil the purpose of guidance in your school*
> 2. *Which of the school rules and regulations do you feel are positive, and which ones are negative as far as your pupils' educational goals are concerned.*
> 3. *How are the school rules reinforced in your school? Who is involved in reinforcing the school rules and regulations?*
> 4. *What factors in your school and immediate community have been causing learners to misbehave? How can you address these factors?*
> 5. *What are some of the gender related barriers that affect effective teaching of boys and girls in your skills? How have you tried to address such barriers?*

PART 5

SUPPORT SYSTEMS

Peer Education

Duration of the unit: **10** minutes

Method: - Brainstorming

Facilitator materials: Flip chart and markers, bolstick

☞ **Facilitator's Instructions:**
Ask participants to refer to the hand-out on Peer Education and advantages of peer education. Ask them to do activity 28 in groups.
Explain the following before the activity.

Peer education involves the identification and use of the persons of the same age or same background to convey messages to a targeted group. Peer educators are engaged in endorsing healthy practices, norms, beliefs, and behaviour patterns within their own groups, and challenging those which are unhealthy. Both teachers and pupils can be peer educators.

> ✍ *Activity: 32*
> * *Discuss from experience, the advantages and disadvantages of peer education approaches*
> * *What are some of the sensitive issues that peers can discuss freely?*
> * *List down the qualities that make a group of people 'peers'.*

Involving Community Care Givers in Providing Psychosocial Counselling

Duration of the unit: **10** minutes

Method: - Brainstorming

Facilitator materials: Flip chart and markers, bolstick

Although learners spend most of their time at school, they nonetheless spend a considerable time at home in their communities. Usually, parents feel that teachers will have done most of the work in preparing their children in facing future challenges in life.

> ☞ *Activity: 33*
> * *How can you involve the community in guiding and counselling learners?*
> * *How can you successfully select community based counsellors to help in assisting the learners?*
> * *What challenges do you think you are likely to meet in executing this exercise?*
> * *As a teacher, who are you going to work with in order to achieve this?*
> * *Make a list of steps that you are going to take to achieve this.*

Some of the ways to involve the community members in providing guidance and counselling to learners in the community include the following;

- Working with other agencies such as non-governmental organizations to form community care coalitions
- Selecting and training community based caregivers
- Integrating community based caregivers with school guidance and counselling systems.
- Involving successful community, businessmen and women and professionals to give talks on careers to learners.
- Conducting local educational tours to motivate learners.
- Setting up a community careers centre and library.

MONITORING AND EVALUATION

Duration of the unit: **10** minutes

Method: - Brainstorming

Facilitator materials: Flip chart and markers, bolstick

Introduction

Monitoring and evaluation is an important tool in Guidance and Counselling in schools. Monitoring is a process for checking that planned activities are being implemented, while evaluation is the process that is used to judge the effectiveness of the activities being implemented. Evaluation is the appraising or determining of the worth, value and quality of the programme, plan or project and involves the comparison of the present situation with the past in order to find out to what extent original purposes are being achieved.

Guidance and Counselling in schools is monitored by the Ministry of Education using the following strategies

- Conducting regular visits to schools by GC officials and other partners
- Monthly reports being submitted by the Guidance and Counselling teacher to the head of the school
- Keeping records of the services provided by the Guidance and Counselling teachers
- Conducting of Annual Meetings for schools at zone, district and provincial levels.

Monitoring and Evaluation Tools
Evaluation tools are important in order to document the findings and promote success and failures of guidance and counselling in the school and in the entire programme. The following simple tool has been suggested for you to use:

Goal	Programme Objectives	Input	Output	Outcome	Impact
Overall desire to be achieved	Specific desired ends	Resources required to achieve each objective in the programme	What it is that you are doing/providing/producing	Observable and measurable changes that qualifies the output	The overall end results of the work

Data Collection Instruments

Method	Overall Purpose	Advantages	Challenges
Questionnaires, surveys, checklists	When there is need for a lot of information from people in the area of possible intervention	• Can be done anonymously • Can collect a lot of data • Can generalise to larger population	• Might not achieve systematic feedback • Wording can be challenging to respondent • Does not achieve full story
Interviews/structured and Unstructured	To fully understand feelings, impressions, experiences or learn more from responses from questionnaire	• Strong relationship with participants • Flexible with participants • Full range and depth of information achieved	• Can be costly • Time consuming • Hard to analyse • Generalised
Documentation Review	Impression of how programme operates, uses applications, finances, memos, reports	• Comprehensive and gets historical information • Does not interrupt activities • Information already exists	• Information can be incomplete • Need to be clear about what is needed • Not flexible
Observation	To gather accurate information about how a programme operates	• Operations viewed as they are implemented • Adoptive to events as they occur	• Expensive • Hard to analyse Can be difficult to interpret Can influence behaviour of participants
Focus Groups	Explore a topic in depth with a small group through discussion	• Quick common impression • Efficient to get high range of depth of information within short time • Conveys key information about programme	• Expensive • Hard to analyse • Need facilitator • Difficult to schedule • Cannot be generalised to broader population

Steps in Developing an Evaluation Plan

Steps	Discussion
1. Decide what to evaluate	Decide what aspects of your programme/project to be evaluated, and what specific questions you want to answer
2. Determine the objectives of the evaluation	What specifically do you want to learn from the evaluation?
3. Develop Indicators	What are your specific, measurable data you need to collect that will tell you whether or not you are reaching your objectives
4. Decide on Evaluation Method	What methods will you use, who is going to participate, when and where are you going to conduct your evaluation
5. Design data collection tools	Create any surveys, questionnaires, focus group guides and other materials needed for data collection
6. Collect data	Provide a detailed description to record your activities such as field work
7. Analyse data	What does your data mean?
8. Develop activities or interventions in response to the findings of the evaluation	What are the implications of the evaluation? What changes need to made
9. Report and disseminate results	Plan how you will report and use your findings

Evaluation Checklist

Issues	Questions
Reasons/Motivation	• Who is the evaluation for • Why is it being done? • Who will use the information?
Potentials for misunderstanding	• Is the evaluation agreed upon by all stakeholders? • Does everybody understand their roles in the evaluation?
Clarity	• Are objectives clear? • Is the plan, activities and timetable clear?
Information needs	• What kind of information will you need to evaluate the programme? • How long will it take and how much will it cost?
Methods	• What methods are appropriate? • Are the methods acceptable by all involved?

Evaluation	• Who will plan the evaluation?
	• Who will collect the information?
	• Who will write the report?
Time	• What time can be set aside for the evaluation?
	• Is time adequate given all prevailing circumstances

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Outline of a Proposed Programme on Counselling

Time	Day One	Day Two
08:30-08:50	Activity 1: Introductions	Establishing a common understanding of PSS for learners
08:50-09:05	Activity 2: Overview of the Training	Managing Learners' behavioural and Emotional problems ✎ Activity 19
09:05-09:15	Activity 3: Negotiating the contract	Cross Cutting issues of Guidance and Counselling ✎ Activity: 20 & 21
09:15-10:30	Unit 1: Understanding Guidance and Counselling ✎ Activity 1, 2, 3 & 4: Understanding of the different types of Guidance and how they affect learner performance	Managing Learners Behavioural and Emotional problems ✎ Activity: 20, 21 & 22
10:30-11:00	**Health Break**	
11:00-11:40	Understanding Guidance and Counselling ✎ Activity 5,6 & 7 Educational Guidance for Improved Performance	Morals and Values Activity: 23, 24, 25, & 26
11:45-12:00	Developmental Techniques of Positive Adjustment to School Life ✎ Activity: 8, 9 & 10	Support Systems ✎ Activity: 27, 28 & 29
12:00-13:00	Why Guidance and Counselling – Ethics of Guidance and Counselling ✎ Activity: 11 & 12	Continue Support Systems ✎ Activity: 27, 28 & 29
13:00-14:00	**Lunch Break**	
14:00-15:30	Unit 2: Counselling: ✎ Activity: 14 & 15	Monitoring and Evaluation
15:30-14:00	**Health Break**	
14:00-17:00	Types of Counselling: Counselling in School ✎ Activity: 16, 17 & 18	Developing the Action Plans
18:00	End of day	Evaluation and Closure

Outline of a Proposed Orientation on the Administration and Management of Guidance and Counselling

Time	Day One	Day Two
08:30-08:50	Activity 1: Introductions	Establishing a common understanding of PSS for learners
08:50-09:05	Activity 2: Overview of the Training	Managing Learners' behavioural and Emotional problems ✍ Activity 19
09:05-09:15	Activity 3: Negotiating the contract	Cross Cutting issues of Guidance and Counselling ✍ Activity: 20 & 21
09:15-10:30	Unit 1: Understanding Guidance and Counselling ✍ Activity 1, 2, 3 & 4: Understanding of the different types of Guidance and how they affect learner performance	Managing Learners Behavioural and Emotional problems ✍ Activity: 20, 21 & 22
10:30-11:00	**Health Break**	
11:00-11:40	Understanding Guidance and Counselling ✍ Activity 5,6 & 7 Educational Guidance for Improved Performance	Morals and Values Activity: 23, 24, 25, & 26
11:45-12:00	Developmental Techniques of Positive Adjustment to School Life ✍ Activity: 8, 9 & 10	Support Systems ✍ Activity: 27, 28 & 29
12:00-13:00	Why Guidance and Counselling – Ethics of Guidance and Counselling ✍ Activity: 11 & 12	Continue Support Systems ✍ Activity: 27, 28 & 29
13:00-14:00	**Lunch Break**	
14:00-15:30	Unit 2: Counselling: ✍ Activity: 14 & 15	Monitoring and Evaluation
15:30-14:00	**Health Break**	
14:00-17:00	Types of Counselling: Counselling in School ✍ Activity: 16, 17 & 18	Developing the Action Plans
18:00	End of day	Evaluation and Closure

Introduction to Counselling

Time	Day 1 (Tuesday)	Responsible Person
08:30 – 10:00 hours	- Registration - Introductions - Welcome remarks - Programme	
10:00 – 10:30 hours	**Health Break**	
10:30 – 13:00 hours	- Introduction to counseling - Communication - Qualities of a good counselor	
13:00 – 14:00 hours	**Lunch**	
14:00 – 15:30 hours	• Counseling process	
15.30 – 16.00 hours	**Health Break**	
16:00 – 17:00 hours	• Introduction to counseling skills (Listening & Questioning)	
	Day 2 (Wednesday)	
08:30 – 10:00 hours	- Recap - Listening skills	
10:00 – 10:30 hours	**Health Break**	
10:30 – 13:00 hours	• Role play Listening skills	
13:00 – 14:00 hours	**Lunch**	
14:00 – 15:00 hours	- Questioning skills - Role play questioning	
15:30 – 16:00 hours	**Health Break**	
16:00 – 17:00 hours	• Role play Questioning skills continued	

Time	Day 3 (Thursday)	Responsible Person
08:30 – 10:00 hours	• Recap • Other counseling skills (Silence, nodding, posture and attending) • Role play other counseling skills	
10:00 – 10:30 hours	**Health Break**	

10:30 – 13:00 hours	• Psychosocial counseling for children
	   o Knowing a child's needs at different ages
	   o Child abuse	

13:00 – 14:00 hours	**Lunch**	
14:00 – 15.30 hours	• Psychosocial counseling for children o Communicating with children	
15:30 – 16:00 hours	**Health Break**	
16:00 – 17:00 hours	• Psychosocial counseling for children cont'd o Communicating with children	
	Day 4 (Friday)	
08:30 – 10:00 hours	• Recap • Crisis or difficult moments in counseling o Grief counseling (Grief Cycle)	
10:00 – 10:30 hours	**Health Break**	
14:00 – 15:00 hours	Work plans	
15:00 – 15:30 hours	**Health Break**	
15:30 – 17:00 hours	Workshop Evaluation and Closure	